



## **Statement on British Values**

### **How we promote the fundamental British values**

#### **Democracy – what do we do?**

1. Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
2. Teach pupils how they can influence decision-making through the democratic process.
  - Democracy in action – team Election of School Councillors – are elected through a formal application and interview process and work to support their teams throughout school
  - Democracy in action – the School Council makes real decisions about provision, policies and how the school functions
  - Pupils in EYFS and KS1 vote for the new class book on a weekly basis
  - Pupils vote for their peers to represent their class in Ladywood's Got Talent.
3. Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain.
  - Democracy v's Dictatorship – Year 3 'World War'
  - Teach pupils to express their views striking a balance between sensitivity and conviction
  - Model how received injustice can be peacefully challenged

#### **Rule of law – what do we do?**

1. Ensure school rules and expectations are clear and fair – pupils are involved in the development and review of key policies.
  - Anti-bullying
  - Behaviour
  - Equal Opportunities/Discrimination
2. Help pupils to distinguish right from wrong
3. Help pupils to understand and respect the law and the basis on which it is made

4. Help pupils to understand that living under the rule of law protects individuals
5. Teach pupils about aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Key historical events in Britain's past e.g. The Gunpowder Plot, WW2
- Develop restorative justice approaches to resolve conflicts

## **Tolerance – what do we do?**

1. Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life e.g.
  - Cultural themes (Chinese New Year in EYFS, religious celebrations and customs.)
2. Challenge stereotypes
3. Teach pupils about the key aspects of the major world religions as part of the Religious Education curriculum exploring similarities as well as differences
4. Help pupils to develop critical thinking skills
5. Discuss differences between people such as differences of faith, ethnicity, disability, race, gender or sexuality and differences of family situations
6. Challenge prejudicial or discriminatory behaviour

## **Individual liberty – what do we do?**

1. Support pupils to develop their self-knowledge, self-esteem and self-confidence
2. Encourage pupils to take responsibility for their behaviour
3. Develop pupils' understanding of the balance between individual rights and their responsibility to themselves and others
4. Model freedom of speech through pupil participation whilst ensuring protection of the vulnerable
5. Maintain a strong anti-bullying culture

## **Mutual respect – what do we do?**

1. Teach pupils to develop positive relationships with each other and with adults
2. Promote open-mindedness and a willingness to appreciate an alternative point of view
3. Use competitive sport and the world of Art and Design as vehicles for learning about respect for the talent and expertise that transcends cultural, ethnic or gender differences

4. Promote and celebrate diversity linking it to progress and development for the benefit of the common good
5. We also make pupils aware of key events and personalities which serve to illustrate 'Britishness'.
  - The impact of Florence Nightingale on health care
  - The influence of the Beatles on 20th century music
  - 'Old and gold' stories in English (The lion the witch and the wardrobe, Paddington bear)
  - The 'Blitz Spirit'

In order for our younger pupils to engage with this agenda we are in the process of introducing them to DR TIM, a character who will embody these fundamental values:

**D - Democracy**

**R - Rule of Law**

**T - Tolerance**

**I - Individual liberty**

**M - Mutual respect**

